



Ford/AAA Student Auto Skills Winners:  
Learning More than Just Auto Tech



Eastside Technical  
Center Multimedia  
Production  
Program



CCSS and CTE:  
Where Do We Begin?



**SkillsUSA-Carroll County ATC**  
**“A Place to Sleep” Project**

Also in this issue:

- Associate Commissioner's Notes & Upcoming Events

**Volume IV Summer 2013**

# Associate Commissioner's Notes

Greetings, CTE Champions!

I know you have heard me say this before, but it truly is an exciting time for CTE. With our summer conference behind us, it's once again time to look forward to a new school year and do what you do best.

"Discovering Infinite Possibilities" was a fitting theme for our conference, which was full of valuable professional-development sessions for those attending.

With several new initiatives in the works, the possibilities, or should I say opportunities, for our system and, more importantly, our students are countless.

The new school year will mark the third year of college/career-readiness (CCR) accountability, and we have seen remarkable improvement in many schools, especially those schools that have used their CTE counterparts.

CTE is invaluable when it comes to making a difference in CCR improvement and sustainability, and we expect it to be even more valuable in the future with continuing initiatives.

Kentucky's college/career-readiness rate among high school graduates jumped last year from 38 percent to 47 percent, in part due to growth in the number of students who qualified as career-ready under the Unbridled Learning accountability system.

Through the Professional Growth and Effectiveness System, we will use peer evaluations, student achievement and student voice to measure teacher and leader effectiveness. This system will act as a catalyst for professional growth.

Other exciting initiatives include the Advanced Career program, which in Kentucky includes Informatics and Advanced Manufacturing. It is designed to bring academic and technical concepts together to better prepare students for work or postsecondary education.

The Tech Ready Apprentices for Careers in Kentucky (TRACK) initiative is another project designed to fill the ever-increasing need for skilled employees in the manufacturing sector by guiding students into apprenticeships by way of a certified pre-apprenticeship program. Students who participate and complete the program receive a pre-apprenticeship certification using existing programs and agreements between our schools and business and industry partners.

I realize that right now can be an overwhelming time for us with change and so many "irons in the fire." But we are poised to become a national leader in CTE, and I know we will achieve that status with your help.

As we move forward this year, I want to thank you all for the extra effort given during our transition to a merged OCTE. Your hard work and dedication are not unnoticed, and it is greatly appreciated.

Sincerely,  
Dale Winkler  
Associate Commissioner –  
Office of Career and Technical Education



## Upcoming CTE Events

### August

August 22-24, 2013 KY FCCLA State Executive Council meeting Barren River State Park

August 16th- KY State Fair- KY FCCLA Culinary Demonstration at the Gourmet Gardens at 4:00pm

August 15-19th – KY Farm to School Jr. Chef competition at the State Fair Gourmet Gardens at 9:00 & 11:00 for FCS Culinary programs at Conner High; Arvin Center; Boyle Co; Barren Co; and Whitley Co

**Final competition 10:00am August 23, 2013.**

August 28th – FCCLA Webinar- "Sing it Out: Promoting Your Chapter's Voice"

### September

#### FBLA Events

September 26, 2013 Region 1 Fall Leadership Conference  
Murray State University, Murray, KY

September 27, 2013 Region 2 Fall Leadership Conference  
Kentucky Wesleyan College, Owensboro, KY

### October

#### FBLA Events

October 3, 2013 Region 5 Fall Leadership Conference  
Morehead State University, Morehead, KY

October 15, 2013 Region 4 Fall Leadership Conference  
Northern Kentucky University, Highland Heights, KY

October 22, 2013 Region 6 Fall Leadership Conference  
EASTERN Kentucky University, Richmond, KY

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# Ford/AAA Student Auto Skills Winners: Learning More than Just Auto Tech

By Tim Thornberry

Kentucky's 2013 Ford/AAA Student Auto Skills Competition brought 20 of the brightest automotive technology students in the state together to compete for scholarships and a chance to represent their schools and state in the national contest this summer at Ford World Headquarters in Dearborn, Michigan.

The 10 two-person teams won the honor of competing after scoring the highest on a comprehensive written exam provided by the National Ford/AAA Student Auto Skills organization.

"This year, more than 13,000 students from across the U.S. have and are competing for the chance to represent their school in the national finals," said David Bennett, AAA Manager of Automotive Programs. "We are proud to be offering millions in scholarships and prizes to students interested in pursuing careers as automotive service technicians."

Christopher Oakford, a spokesman with AAA in Lexington, said the competition is a wonderful opportunity for students to pursue a career in the automotive industry through the scholarships made available to competitors.

"It means a great deal to us and to the students who are the best in the state of Kentucky. They've done very well to get to the finals. We've been working with Ford for many years to sponsor this competition. I think it can clearly lead to a great career in the auto industry," he said.

Nationwide, the competition's scholarships total approximately \$11 million.



*Ten two-person teams came from schools across the state to participate in the Ford/AAA Student Auto Skills Competition.*

James McNiff, a field service engineer with Ford Motor Company, was on hand for the state finals. He said he has seen many good technicians come out of the competition.

"For the students, this competition means a lot as far as the scholarships from the Ford ASSET (Automotive Student Service Educational Training) program. It gives them an opportunity to enter this field as a career and really get some good training and experience working at a Ford dealership at the same time," he said.

ASSET is a 24-month associate degree program where students alternate between the classroom and work at their sponsoring Ford or Lincoln deal-

erships. Studies include academics and Ford-developed automotive technology curriculum, according to Ford.

## The Kentucky Winners

The team from Lee County took top honors at this year's competition. Corey Lykins and Bradley Creech, under the direction of Automotive Technology Instructor John Lucas, corrected planted (bugs) in a new Ford Fusion in the fastest time with the fewest mistakes. In fact, the Lee County team had a perfect car.

Lucas said a nearby dealership loaned the school a practice vehicle to help the students prepare for the competition.

"There was no time limit on the car, although we only had it for a week. We are so rural in Lee County, the nearest dealer is about 35 miles away, but when I called Ronnie Thomas at Madison County Ford, there was no hesitation," he said.

Lucas emphasized the need for programs such as his to have good relationships with business and industry partners. After all, he said, his students will one day be their workforce.

Lykins said he was nervous when he found out he would be in the competition.

"After we got to practice and I got to know the car better, I started to gain more confidence," he said.

Creech said he has been in an auto garage since he was 3 years old, so it was an easy choice to take the automotive technology class at the area



*Corey Lykins, left and Bradley Creech prepare their equipment for the competition.*

technology center (ATC).

"I would someday like to build motors for race cars, maybe NASCAR," he said.

Considering how technically complicated racing engines are, Creech has set a lofty goal for himself, but Lucas said students need to be challenged more in the classroom and, more often than not, those students step up and meet those challenges.

Lucas said technicians have to be able to interpret data from computerized scanning equipment before repairing modern cars.

"Once these students learn how to read the data and understand what it means, they are able to determine what is going on in the vehicle, much like a doctor can read an EKG and know more about

what is going on with a patient's heart," he said.

Lucas uses a bit of old school technology when he teaches his students to determine what else could be wrong: the fundamentals.

"Once you have determined the root of the problem, it is easier to identify and repair other problems," he said.

While automobiles today are as complex as space rockets, Lucas emphasized that people still have big misconceptions about the education it takes to properly repair and maintain these vehicles.



*Highest exam score winner - Wayne County ATC*



*Second place winning team - Grant County CTC*



*Third place winner - Hughes Jones Harrodsburg ATC.*



"We're still changing retro feelings about these programs," he said.

Lee County ATC Principal Craig Herald said a quality program is needed to change those perceptions, and that is just what Lucas has.

"For years we have spent time talking about the academic aspect of CTE programs. If it is a quality program, those just show up. The academics will be a part of that program," he said.

Herald also said that many think of CTE as an alternative to college. He said the opposite is true about his school, as most of his students will go to college.

"We have more students at the ATC that have met their college- and career-readiness benchmarks than at the high school," he said.

Herald said Lucas doesn't set out to teach in a different way to meet an academic standard but teaches to meet the needs of students first and meeting standards naturally follows. He also said that Lucas makes sure his students know what those benchmarks are and helps them achieve them in the event college is what a student wants.

Lykins and Creech have used their experiences at the ATC to enhance their studies in other classes.

Lykins is a graduating senior who finished in the top five academically in his class and is likely going to college on an engineering scholarship. But the engineering scholarship is just one of many choices for him.

"I like the diagnostic side of this class and problem solving, and that really is part of what an engineer does, only solving problems before you get started on a project," he said. "Learning to problem solve in this class has helped me in my other classes."

Creech, a top junior in his class, said he likes the programs at the ATC because he feels like he is learning something he can use in his future.

"There are more hands-on skills needed by million-dollar companies than those that want to know how good your test skills are," he said.

In winning the Ford AAA competition, the two students have won access to nearly \$100,000 in scholarships from multiple institutions. Lucas said his classroom is all about giving students such opportunities.

"I think that if your program is doing the best it can do and the overall scope as far as the best interest of your program is focused on your students, and you have placed them academically and technically in a position where they can obtain money to go to school at the postsecondary level or the military, we're doing what's been asked of us to do," he said.



*The new Ford Fusions used in the competition were all "bugged" with identical problems. It was the job of the students to go over their cars completely to find all the problems and make repairs, in the fastest time.*

The team from Lee County ATC finished in 6th place at the National Ford/AAA Auto Skills Competition.

# SkillsUSA-Carroll County ATC

## “A Place to Sleep” Project

By Tim Thornberry



*Carroll Co. ATC carpentry students constructed the bed frames as part of the “A Place to Sleep Project.”*

Community service has long been a part of all Career and Technical Student Organizations (CTSOs) whether it involves raising funds for charitable causes or lending a helping hand to various community groups.

Carroll County Area Technology Center is involved in a project called “A Place to Sleep” that not only will provide a much needed service to the community but bring awareness to a problem many students didn’t know existed.

The scope of the project is to provide beds to children in the area who do not have one. Mary Stratton, Carroll County ATC principal, said the idea came from Jessica Collins, a student from Shelby County’s Martha Layne Collins High School, who was inspired by the movie *The Blind Side*. She wanted to make sure students in her county had beds to sleep in and, so far, 190 beds have been provided there.

“After I saw the movie, I told my grandmother I was surprised that people really didn’t have beds,” she said. “That year, for Christmas, instead of getting an angel off the Angel Tree, I wanted to give someone a bed.”

Collins’ grandmother, Lynn Whitaker, took the idea to a family resource office in the county and got the ball rolling. The one bed turned into six with the help of her local church and now, with involvement from other local organizations and individuals, the project has grown exponentially.





Collins serves as the project's "CEO" and is instrumental in all the decisions that go into it. She hopes to continue the work indefinitely.

Stratton said after hearing Whitaker speak about the project at a local Alpha Delta Kappa (ADK) meeting, she thought it would make a good project for her students. She brought together her carpentry instructor, Tim Mason, along with the school's SkillsUSA advisor, Cory Martin, to develop a plan to get their students involved.

With the help of a Lowe's Charitable and Educational Foundation grant, the school was able to purchase more than \$5,000 worth of tools and supplies to help make the project a reality. Lowe's serves as a national sponsor of the SkillsUSA organization.

"The grant in Carrollton represents Lowe's commitment to career and technical education," said Marshall Croom, chairman of Lowe's Charitable and Educational Foundation. "By supporting schools like Carroll County ATC, we believe we are contributing to a cause that's important to our customers and employees by helping provide improved learning environments and building stronger communities."

Stratton said the finished beds will go to needy recipients in the counties in which the school serves.

"We are going to be able to make 10 beds, and we are going to try and give every county of the four counties our school serves at least two beds," she said. "What we are doing is all confidential, as far as the recipients are concerned. We had students turn in a survey sheet without a name, just a school ID number and an explanation of why they needed the bed."

Stratton added that the situations are often sad with two or three siblings sleeping in the same bed and some without a bed at all.

"I've been surprised at how great the need is, and it's scary. You don't think about this being a problem but it is out there, and a lot of kids just don't have a bed," she said.

While students at the school were building the bed frames, a plan to get

mattresses, pillows and sheets donated had also begun.

Fran Dundon, the SkillsUSA KY Business and Industry director, contacted Kentucky Correctional Industries (KCI) to ask for its help in providing mat-

tresses and box springs, which the organization manufacturers. This donation was made possible because SkillsUSA KY also is involved in a statewide community service project with Kentucky State Parks, and Pam Jarvis, a Maintenance Branch manager in Park's central office (and former corrections employee), found out about the project and opened the door for the donation.

KCI Operations Manager Mike May said the agency was eager to provide support when given the opportunity to assist young people. May and KCI's Nick Dunaway recently delivered the mattresses and box springs to the school.

"We saw an opportunity to help enhance the success of these students, and the hard work and dedication that went in to building bed frames is truly admirable," he said. "We hope through the efforts of everyone involved that these young people who will be receiving the beds will sleep peacefully and awake each morning eager to face new challenges and opportunities."

Dundon also asked Rebecca Jew, a chapter coordinator with "Project Linus," for blankets. The organization is a national, non-profit organization that provides new, handmade blankets as a source of comfort and security for local children in need. It is named after the Peanuts comic strip character. Jew brought together volunteers to make enough blankets for each bed.

"When asked to provide blankets for 'A Place to Sleep' project, I was honored," said Jew. "It allows me to help children by providing these blankets to keep them warm, feeling secure and to show them that there are people who truly care about them. I can only imagine what it must

mean to a child who hasn't had a bed or a blanket to receive one of their own."

Dundon, who also wrote the Lowe's grant, said the project represents the best in human compassion because it benefits those in dire need of a

*"A bed is an item that can restore a tired body and a tired mind, and in the case of a few ... it restores hope. "In a society that seems to be a 'me' society, these few students and future professionals have proven that is not the case. When the future of today wants to look out for the person next to them more than themselves, the future seems very bright."*

Logan Hanes  
former SkillsUSA  
state officer.

basic necessity in life – a place to sleep –and getting people involved was easy.

“The hard part is accepting the fact that so many kids are without a bed. We must keep working to alleviate this problem,” she said. “Kudos to the Carroll County SkillsUSA chapter for their unselfish act of kindness; to KCI for mattress and box spring donations; to Rebecca Jew for involving Project Linus by giving blankets; to Mary Stratton for accepting the challenge of doing something about this problem; and to the Lowe’s Foundation for the initial grant. We can all sleep better knowing we have helped others to have a place to sleep.”

Stratton said she feels the project has had a big impact on her students, and she hopes they continue to do things to help needy people after they graduate.

Mason said it takes partnerships with community businesses and corporations to make such projects a success, and his students are learning valuable lessons by participating.

“Once I grew up, I learned that gives always come out on top, and I think these students are learning that through this project,” he said.

Mason added that his students are involved in a few other community-based projects, but they are an experienced group and he has no doubts they will finish before the end of the school year.

Martin said that while a lot of children need more than just beds, it’s very important that each of them have their own place in which to sleep.

“It’s something they can call their own, and I think this has been a very good project for the community, and I’m glad we’ve been able to do this,” he said.

Martin added that he appreciates the grant from Lowe’s to make the project happen, as well as the donations received and the mattresses supplied by KCI and “Project Linus”.

He also said that while the carpentry students have headed up the project, students in other programs at the school have become involved.

“Every sector in the school is involved in some way,” he said. “Initially



*Members of the Carroll County ATC Skills USA chapter gather at Lowe’s in Frankfort to pick up equipment and materials used to make the beds.*

we built one bed as a prototype to see if we could do it and then proposed that everybody be involved, and they were happy with that because it is such a good project.”

The school purchased the tools and supplies for the project at the Frankfort Lowe’s. Logan Hanes is a kitchen designer there and former SkillsUSA state officer. He said many take a bed for granted, but those without one long for a comfortable place to sleep.

“A bed is an item that can restore a tired body and a tired mind, and in the case of a few ... it restores hope,” he said. “In a society that seems to be a ‘me’ society, these few students and future professionals have proven that is not the case. When the future of today wants to look out for the person next to them more than themselves, the future seems very bright.”





# Multimedia Production Program at Eastside Technical Center

By Tim Thornberry

Career and Technical Education (CTE) teachers bring something special to the classroom in that many if not most are trained first in their areas of expertise, then as a teacher. That combination gives students a better perspective on what a career in a chosen field may be like by relating to the experiences those CTE teachers bring into the classroom.

Michelle Rauch spent 17 years in the field of broadcast journalism before bringing her talents to the Multimedia Production program at Eastside Technical Center in Fayette County.

In just her second year at the school, Rauch's students have already compiled an impressive list of awards and community project recognitions including a first place honor at the recent Student Technology Leadership Program (STLP) State Championship.

In looking over the categories available for the STLP competition, Rauch said her students decided to do a video promoting tourism. The Kentucky Department of Tourism sponsors that particular competition.

The theme, "There's only one Kentucky" inspired the students to come together and create their own version and out of approximately 80 entries, the Eastside program came out on top.

"The students have done a lot of videotaping in the classroom but this was the first time they had really used the green screen for production purposes and they really had fun doing it," she said.

It is that hands-on "fun stuff" that has taught her students to be more tech-savvy and provided them an avenue to learn more about video and audio production. And through STLP, Rauch said it has played a big role in getting and keeping her students excited about what they are doing.

"I think we are going to do more and more with STLP each year because it's just a really cool event and the students who went this year, for the first time were excited by seeing all the things there and saying they couldn't wait till next year to participate in more events," she added. "I think our involvement in the program is just going to grow and grow."

Rauch has started a "wall of winners" in her classroom to display plaques

*Students in the Multimedia Production program at Eastside Technical Center get ready to tape a program.*



*Above: Lainey Geddes, a first year Multimedia student operates a camera during a broadcast. Lower right: Christian Cox, center, directs a production.*

and awards won by her students. In addition to the STLP award, a group from her class was recently recognized by Lexington Mayor Jim Gray for their creation of an underage drinking public service announcement used in the "Keep it Real" campaign. The group won four awards connected with the program. The initiative is supported by the Fayette County Mayor's Alliance for Substance Abuse and Fayette County Agency for Substance Abuse Policy.

While Multimedia programs are not plentiful throughout the state's CTE sector, Rauch said she feels it is a program that is growing and has much potential for the future.

"I don't think you see this program as much as the more traditional tech programs but we live in such a multimedia society, I think and hope this will continue to grow," she said.

Rauch's desk is surrounded by pictures from her days in TV which usually generates many questions from her students but her love for journalism and the media began early in life.

"I started out as a student journalist in middle school and in a way what I was doing then is what my students are doing now, as technology has evolved. They are multimedia journalists," she said.

Rauch's interest in journalism carried over into college which led her to a major in broadcast journalism and a long career in television news, most

recently at WTVQ in Lexington where she worked for 12 years.

She said she began as a one man band on TV doing her own video and editing as well as reporting and that is what her students are doing now, learning all the different aspects of video production. "The best way to learn is to do it all," she said.

In that vein, the Multimedia program has fit well into the CTE model as it is a very hands-on kind of learning, noted Rauch. "As far as being a teacher, I look at it as just sharing what I know and love," she said.

The proof is in her students as many of them have a definite plan for their futures and expect to use what they have learned in her class.

Genoveva Segura, a junior in the class said she wanted to be in the program because she hopes to go to college and major in journalism.

"I love to write and I have a friend who owes a small Spanish newspaper I write for sometimes," she said. "Everybody (in the class) has gotten to know each other and we help each other and it's really fun."

Obond Brown is a first year junior student in the class. He said he likes creating videos and being in front of the camera and this program has helped him learn more about that.

"One thing that has surprised me about this class is I didn't think I would catch on as fast as I did," he said. Now, when I watch something on television I'm more into talking about how the scene was set and what they should have or could have done to make it better. I think this class will help me in the future because I want to go into radio broadcasting."

Greg Lee, another first year junior said he heard about the class from a friend and enjoys learning all the different aspects of creating a video.

"I like the fact that I get to edit, direct and produce anything I want," he said. "I always wanted to do this. I have so far created a Public Service Announcement about recycling, some hard news stories and created some original music. Since I've been here I've actually learned how to produce something and know now what goes on behind the scenes. I have a director's eye!"

Travon Alexander is a second year senior in the program. He said what he thought would be hard to master coming in proved to be much easier once he began to experience all the different





things to do in the class.

"I found that learning can be fun and I carried that from here to my home school," he said. "I have learned to make music, set the lights, I anchor from time to time and I work the camera. We can make original music for our projects or our newscasts and not have to ask to use copyrighted material."

Rauch pointed out that having fun while learning helps students educationally and the program can provide students with many different career paths besides just being able to make a cool video.

"You can be in TV news or commercial production but more and more companies are looking for employees with these skills," she said. "You could work for local government or even a real estate agent. Any company that wants their information out there, these students have the skills."

Rauch also said for those not wishing to be in front of the camera, there are many technical aspects that go into any video production including producing and directing, something in which her students are getting experience, as well.

Lainey Geddes, a first year student said she signed up for the class thinking she might not catch on quickly but it has been fun and she has learned to work as a group.

"I created my first video called 'My Obsession' which for me was about chewing gun, then we did a hard news video; mine was about smoking at school," she said. "I love this class and I'm planning on coming back next year. I have learned to set up the camera and make sure the shot is composed correctly; I love getting unique shots with different angles."

Cibrian Mack, a first year senior student said he wanted to take the class because he loves filming and capturing certain moments.

"I use to make videos with my brother before he went to college and I want to major in broadcasting," he said. "My school counselor brought me and another group of students here on a tech visit and I knew this was for me."

Christian Cox has served as the resident director for the last two years in the program. He said being a musician, the audio portion of the class lured him in but it took some time to get understand much of the technology.

"We got here and all figured out we didn't know what we were doing but another student helped get us on the right path and with some 'on the job training' we got things on the right track," he said. "This class has given me a lot of freedom and creative expression you don't get in other schools."

Rauch said the collaborative efforts made in this program will carry over once they have left for college or the world of work and by allowing some creation expression, her students are gaining a sense of what they may want to do later in life.

# CCSS and CTE: Where Do We Begin?

by Teresa Rogers



Amy Wallot photo

"In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists." This quote by Eric Hoffer is especially applicable to technical education. We pride ourselves in equipping students with exceptional skills sets; however, this alone may leave them sadly unprepared to adapt to today's rapidly changing workplace.

So where do you begin in making this shift? The Common Core State Standards (CCSS) for technical reading tells us what students need to know, but how do we do this? The answer is one we all know using the same concept that we do when teaching a hands-on skill: "I do ... we do ... you do."

*Teachers must help students develop strategies to comprehend text unique to their content area.*



Teacher Regulated	Supported Practice (Scaffolding)	Student Regulated
Explicit Instruction Modeling Teacher Think-Alouds	Text Coding K-W-L Prediction Guides Graphic Organizers Double Entry Journals Interactive Reading Guides Cooperative Groups / Pairs	Make Connections Generate Questions Visualize and Create Mental Images Make Inferences Determine the Importance Synthesize Monitor Reading
I Do      ➡      We Do      ➡      You Do		

In his book *Developing Readers in the Academic Disciplines*, Doug Buehl illustrates the three phases of learning development in the Gradual Release of Responsibility chart. He also provides a list of strategies we can use to support students in develop reading skills.

In the first phase of instruction in any content area, teachers assume that students know little to nothing about the task at hand; therefore, instruction must be explicit. The teacher models the skill and verbalizes the process through thinking aloud. As you make the connection to developing literacy skills, you also must be explicit in the instruction of how you read technical materials. How do experts in your field read and gather information? What do you as an instructor do when you encounter an unknown word or confusing part of text? What are the key points in the task you are learning? Once you identify those skills, which are outlined in the CCSS technical reading standards, you then model that thinking process for students.

During the second phase of instruction, students put these skills into practice with supportive strategies from the teacher. These should be viewed as temporary supports to guide their thinking. The chart contains just a few of numerous strategies that an instructor may choose to help students organize and monitor their learning. Support also may come from another student. Allowing students to work in pairs or small groups can encourage them to collaborate to solve problems created by complex texts.



Amy Wallot photo

*Students need frequent opportunities to read and write about content area text.*

with texts from your content area, will support your teaching practice to effectively prepare students to meet the demands of today's rapidly evolving workplace. As a career and technical teacher, you have the perfect setting to capture the attention of the next generations and prepare them to be among those learners who inherit the earth.

Reading independently is the goal we aim for. As students put these skills into use independently, they are able to make connections, generate questions and locate information. They can create mental images as they read to complete a hands-on task. Most importantly, students have the ability to monitor their own reading and ask questions such as "Do I understand what I just read?" or "What part doesn't make sense?"

Over the next few months, we'll look closely at what these look like in your classroom and discuss strategies to support your students in this process.

These practices, used